

# Technical Assistance



**Annual Progress Report for the 2003-04 School Year**

**ACCREDITED NONPUBLIC SCHOOLS**

Mail **four copies** of this document by **Monday, August 16, 2004**, to the address below and one copy to the chief administrator of your AEA.

Iowa Department of Education  
ATTN: Jeanette McGreevy  
Bureau of Administration and School Improvement Services  
Grimes State Office Building  
Des Moines, IA 50319-0146

Iowa Department of Education  
June 4, 2004

## **APR 2003-04 Reporting Requirements Accredited Nonpublic Schools**

### Questions and Answers

**1. Do federal NCLB requirements apply to accredited nonpublic schools?**

No.

**2. How are the APR requirements for 2003-04 the same as last year?**

Pursuant to 281—IAC Chapter 12, accredited nonpublic schools in Iowa must report student achievement data in the areas of reading, mathematics, and science. Student achievement reporting includes disaggregated data, multiple measures data, long-range goals, annual improvement goals, and goal progress. Reporting also includes additional state indicators, as appropriate to the grade levels served by the accredited nonpublic school.

**3. How are the APR requirements for 2003-04 different from last year?**

Student achievement trend line data and state and national comparisons are now reported using the percentage of students proficient.

**4. Does an accredited nonpublic school give the same APR to the DE, its AEA, and its local community?**

Yes, the AEA and the local community must receive the same information. However, the process and forms by which all APR reporting requirements are distributed to the local community is a school decision. Each accredited nonpublic school is responsible to provide all APR requirements, at a minimum, to the three groups identified pursuant to 281—IAC 12.8(3)(b).

## 2003-04 School Year: Annual Progress Report (APR) Minimum Requirements Accredited Nonpublic Schools

Due Date: Monday, August 16, 2004 (Attach this checklist to your APR.)  
Iowa Department of Education

Each accredited nonpublic school is required to submit an Annual Progress Report (that contains, at a minimum, for the 2003-04 school year all reporting requirements in this document) to its local community, its respective AEA, and the Department of Education. The APR should allow stakeholders to answer the following questions:

- How well are all our students learning in at least the areas of reading, mathematics, and science?
- How well is our school meeting the goals in its comprehensive school improvement plan?

This form is available on the DE Web site: [www.state.ia.us/educate/](http://www.state.ia.us/educate/). Please attach a paper copy of this document to the front of each of the **four** annual progress reports submitted.

Accredited Nonpublic School Name \_\_\_\_\_

Total Enrollment \_\_\_\_\_ AEA \_\_\_\_\_

Address \_\_\_\_\_

Local Contact Person for This Report \_\_\_\_\_

E-mail Address for APR Contact Person \_\_\_\_\_

Department of Education School Improvement Consultant \_\_\_\_\_

(The name of your School Improvement Consultant assigned to your school may be found on the DE web site.)

(Check one to indicate the grade levels served.) K-12 \_\_\_\_\_ K-6 \_\_\_\_\_ K-8 \_\_\_\_\_ 9-12 \_\_\_\_\_ Other \_\_\_\_\_

(Check whichever apply.) We have multiple attendance centers for grade levels 4\_\_\_\_, 8\_\_\_\_, and 11 \_\_\_\_.

### Assurances:

C1. \_\_\_\_\_ Yes \_\_\_\_\_ No

The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals.

Date SIAC recommendations were presented: \_\_\_\_\_

C2. \_\_\_\_\_ Yes \_\_\_\_\_ No

All student achievement for each subgroup has been reported unless there are fewer than 10 students in a subgroup at a grade level. **If we had fewer than 10 students in a subgroup for reporting purposes, we still coded test forms (i.e., ITBS/ITED) appropriately for each individual student within the subgroup to ensure that statewide subgroup data are accurate.**

C3. \_\_\_\_\_ Yes \_\_\_\_\_ No

All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community. \_\_\_\_\_

Signature of the Accredited Nonpublic School Principal.

C4. Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

June 4, 2004

Please place the page number(s) where each reporting requirement appears in the APR on the line provided. If a “yes” or “no” response is required, check whichever blank applies. Place “N/A” in the blank before any item that does not apply.

Place “N/A” on the line in the following situations:

- A required reporting grade level contains fewer than 10 students.
- A required reporting subgroup contains fewer than 10 students at a grade level.
- A requirement applies to a required reporting grade level(s) that your school does not serve.

## Progress with Student Achievement

Include in these data the scores of all enrolled students—students for whom the accredited nonpublic school provides an educational program even for part of the academic year. Note: Full academic year does not apply to APR reporting for Chapter 12. Full academic year applies to Adequate Yearly Progress (AYP) federal requirements—which do not apply to accredited nonpublic schools.

## Grade 4 Reading and Mathematics Achievement Data

### ITBS Student Achievement Data

#### Reporting Group/Subgroup Data Guidance

The accredited nonpublic school should report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when they are less than 10.

Reading (r)	Mathematics (m)	
Page(s)	Page(s)	<b><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u></b> 281--IAC 12.8(3)(b)(1) and (2)
		<b>Number of 4<sup>th</sup> grade students in 2003-04.</b> If the total number of students at this grade level is fewer than 10, write N/A for 1r through 7m.
1r. _____	1m. _____	At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total—grade 4. Report annual data (2001-2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)
02, _____		
		<b><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) and (2) <i>Note: Report trend line data only if the student population for grade 4 includes <b>both</b> 10 or more males <b>and</b> 10 or more females.</i>
2r. _____	2m. _____	At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total—grade 4. Report annual data (2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)
		<b><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) and (2)
3r. _____	3m. _____	At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total for each group with 10 or more students—grade 4. Report annual data 2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)

<p>4r. _____ 4m. _____</p>	<p><b><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b>          (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1)          At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) <b>OR</b> biennium data (2001-02 and 2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total—grade 4.  <i>(Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>5r. _____ 5m. _____</p>	<p><b><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b>          (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1)          At minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) <b>OR</b> biennium data (2001-02 and 2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Total—grade 4.  <i>(Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>6r. _____ 6m. _____</p>	<p><b><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b>          281--IAC 12.8(3)(a)(1)          At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Total—grade 4. Report annual data 2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>7r. _____ 7m. _____</p>	<p><b><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u></b>          281--IAC 12.8(3)(a)(1)          At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Total—grade 4. Report annual data 2001-0, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04).  <i>(Proficiency means the <b>combined</b> percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>

## Grade 8 Reading, Mathematics, and Science Achievement Data

### ITBS Student Achievement Data

#### Reporting Group/Subgroup Data Guidance

- The accredited nonpublic school should report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when they are less than 10.
- Accredited nonpublic schools that do not serve students in grade 8 do not have to report science data at this time. These accredited nonpublic schools (e.g., K-6) should write N/A in the blank for science data.

Reading (r)      Mathematics (m)      Science (s)

#### ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science NCLBA, 281--IAC 12.8(3)(b)(1) and (2)

**Number of 8<sup>th</sup> grade students in 2003-04.** If the total number of students at this grade level is fewer than 10, write N/A for 8r through 14s.

8r. \_\_\_\_\_ 8m. \_\_\_\_\_ 8s. \_\_\_\_\_

At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science for grade 8. Report annual data 2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04). (Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

#### Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS) 281--IAC 12.8(3)(a)(1) and (2)

*Note: Report trend line and achievement data only if the student population for grade 8 includes **both** 10 or more males **and** 10 or more females.*

9r. \_\_\_\_\_ 9m. \_\_\_\_\_ 9s. \_\_\_\_\_

At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total grade 8. Report annual data 2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04). At a minimum, report two years of data for the percentage of students in grade 8 by gender who are proficient in Science (2002-03, 2003-04) **OR** biennium data (2002-04). (Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

#### Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS) 281--IAC 12.8(3)(a)(1) and (2)

At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total for each group with 10 or more students—grade 8. Report annual data (2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04).

At a minimum, report two years of data for the percentage of students in grade 8 for each group with 10 or more students who are proficient in Science (2002-03, 2003-04) **OR** biennium data (2002-04).

(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

10r. \_\_\_\_\_ 10m. \_\_\_\_\_ 10s. \_\_\_\_\_

<p>11r. _____ 11m. _____ 11s. _____</p>	<p><b><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) <b>OR</b> biennium data (2001-03 and 2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total—grade 8. At a minimum, report two years of annual data (2002-03 and 2003-04) <b>OR</b> biennium data (2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Science—grade 8. (Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>12r. _____ 12m. _____ 12s. _____</p>	<p><b><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2002-03 and 2003-04) <b>OR</b> biennium data (2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Total—grade 8. At a minimum, report two years of annual data (2002-03 and 2003-04) <b>OR</b> biennium data (2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Science—grade 8. (Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>13r. _____ 13m. _____ 13s. _____</p>	<p><b><u>Migrant Students —Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Total for grade 8. Report annual data 2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). At a minimum, report two years of data for the percentage of migrant students in grade 8 who are proficient in Science (2002-03, 2003-04) <b>OR</b> biennium (2002-04) data. (Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>14r. _____ 14m. _____ 14s. _____</p>	<p><b><u>ELL Students —Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u></b> 281--IAC 12.8(3)(a)(1) At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Total—grade 8. Report annual data 2001-02, 2002-03, and 2003-04) <b>OR</b> biennium data (2000-02, 2001-03, and 2002-04). At a minimum, report two years of data for the percentage of ELL students in grade 8 who are proficient in science (2002-03, 2003-04) <b>OR</b> biennium (2002-04) data. (Proficiency means the <b>combined</b> percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>

## Grade 11 Reading, Mathematics, and Science Achievement Data

### ITED Student Achievement Data

#### Reporting Group/Subgroup Data Guidance

- The accredited nonpublic school should report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when they are less than 10.
- Accredited nonpublic schools that do not serve students in grade 11 do not have to report science data at this time. These accredited nonpublic schools (e.g., K-6) should write N/A in the blank for science data.

Reading (r)      Mathematics (m)      Science (s)

#### ITED Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science

NCLBA, 281--IAC 12.8(3)(b)(1) and (2)

**Number of 11<sup>th</sup> grade students in 2003-04.** If the total number of students at this grade level is fewer than 10, write N/A for 15r through 21s.

15r. \_\_\_\_\_ 15m. \_\_\_\_\_ 15s. \_\_\_\_\_

At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04).

(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

#### Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)

281--IAC 12.8(3)(a)(1) and (2)

*Note: Report trend line and achievement data only if the student population for grade 11 includes **both** 10 or more males **and** 10 or more females.*

16r. \_\_\_\_\_ 16m. \_\_\_\_\_ 16s. \_\_\_\_\_

At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04).

At a minimum, report two years of data for the percentage of students in grade 11 by gender who are proficient in Science (2002-03, 2003-04) **OR** biennium (2002-04) data.

(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)



17r. \_\_\_\_\_ 17m. \_\_\_\_\_ 17s. \_\_\_\_\_

**Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**

281--IAC 12.8(3)(a)(1) and (2)

At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Concepts and Problem Solving for each group with 10 or more students—grade 11. Report annual data 2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04).

At a minimum, report two years of data for the percentage of students in grade 11 for each group with 10 or more students who are proficient in Science (2002-03, 2003-04) **OR** biennium (2002-04) data.

(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

18r. \_\_\_\_\_ 18m. \_\_\_\_\_ 18s. \_\_\_\_\_

**Low Socioeconomic—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**

(e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1)

At a minimum, report three years of annual data (2001-02, 2002-03 and 2003-04) **OR** biennium data (2001-02 and 2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11.

At a minimum, report two years of annual data (2002-03 and 2003-04) **OR** biennium data (2002-04) for the low socioeconomic subgroup compared with students not in the low socioeconomic subgroup for the percentage of students proficient in Science—grade 11

(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

19r. \_\_\_\_\_ 19m. \_\_\_\_\_ 19s. \_\_\_\_\_

**Students with Disabilities—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)**

(e.g., students with IEPs--504 students not included)

281--IAC 12.8(3)(a)(1)

At a minimum, report annual data (2001-02, 2002-03 and 2003-04) **OR** biennium data (2001-03 and 2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11.

At a minimum, report two years of annual data (2002-03 and 2003-04) **OR** biennium data (2002-04) for students with disabilities compared with non-disabled students for the percentage of students proficient in Science—grade 11.

(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

**Migrant Students—Percentage of Students Proficient  
in Reading Comprehension, Math Concepts and Problem  
Solving, and Science (ITED)**

281--IAC 12.8(3)(a)(1)

20r. \_\_\_\_\_ 20m. \_\_\_\_\_ 20s. \_\_\_\_\_

At a minimum, report three years of data for the percentage of migrant students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04).

At a minimum, report two years of data for the percentage of migrant students in grade 11 who are proficient in Science (2002-03, 2003-04) **OR** biennium (2002-04) data.

*(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)*

**ELL Students—Percentage of Students Proficient  
in Reading Comprehension, Math Concepts and Problem  
Solving, and Science (ITED)**

281--IAC 12.8(3)(a)(1)

21r. \_\_\_\_\_ 21m. \_\_\_\_\_ 21s. \_\_\_\_\_

At a minimum, report three years of data for the percentage of ELL students proficient in Reading Comprehension and Math Concepts and Problem Solving—grade 11. Report annual data (2001-02, 2002-03, and 2003-04) **OR** biennium data (2000-02, 2001-03, and 2002-04).

At a minimum, report two years of data for the percentage of ELL students in grade 11 who are proficient in Science (2002-03, 2003-04) **OR** biennium (2002-04) data.

*(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)*

## Local Student Achievement Data Compared with State and Nation Percentage of Students Proficient

ITBS and ITED

### Grade 4 Reading Comprehension and Math Total

The accredited nonpublic school that serves students in grade 4 must compare the local percentage of students proficient with the following state and national data:

- **State— Percentage of Students Proficient:** 75.9.0% (reading comprehension) and 75.0% (math total)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension) and 60.0% (math total)

Reading (r)      Mathematics (m)

- 22r. \_\_\_\_\_ 22m. \_\_\_\_\_ Percentage of students proficient achievement data for grade 4 compared with the state  
281--IAC 12.8(1)(f)(1)
- 23r. \_\_\_\_\_ 23m. \_\_\_\_\_ Percentage of students proficient achievement data for grade 4 compared with the nation  
281--IAC 12.8(1)(f)(1)

### Grade 8 Reading Comprehension, Math Total, and Science

The accredited nonpublic school that serves students in grade eight must compare the local percentage of students proficient with the following state and national data:

- **State— Percentage of Students Proficient:** 69.3% (reading comprehension), 71.6% (math total), and 77.3% (science)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension) , 60.0% (math total), and 60.0% (science)

Reading (r)      Mathematics (m)      Science (s)

- 24r. \_\_\_\_\_ 24m. \_\_\_\_\_ 24s. \_\_\_\_\_ Percentage of students proficient achievement data for grade 8 compared with the state  
281--IAC 12.8(1)(f)(1)
- 25r. \_\_\_\_\_ 25m. \_\_\_\_\_ 25s. \_\_\_\_\_ Percentage of students proficient achievement data for grade 8 compared with the nation  
281--IAC 12.8(1)(f)(1)

### Grade 11 Reading Comprehension, Math Concepts and Problem Solving, and Science

The accredited nonpublic school that serves students in grade 11 must compare the local percentage of students proficient with the following state and national data:

- **State— Percentage of Students Proficient:** 77.0% (reading comprehension), 79.2% (math concepts and problem solving), and 78.7% (science)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension) , 60.0% (math concepts and problem solving), and 60.0% (science)

Reading (r)      Mathematics (m)      Science (s)

- 26r. \_\_\_\_\_ 26m. \_\_\_\_\_ 26s. \_\_\_\_\_ Percentage of students proficient achievement data for grade 11 compared with the state  
281--IAC 12.8(1)(f)(1)
- 27r. \_\_\_\_\_ 27m. \_\_\_\_\_ 27s. \_\_\_\_\_ Percentage of students proficient achievement data for grade 11 compared with the nation  
281--IAC 12.8(1)(f)(1)

## Multiple Assessment Data Reading, Mathematics, and Science

Reading (r)

Mathematics (m)

Science (s)

### Student achievement data (2003-04 school year at a minimum) from at least one additional assessment

281--IAC 12.8(3)(b)(5)

Accredited nonpublic schools that do not serve students in grade 8 or grade 11 (or both) do not have to report science data at this time.

28r. \_\_\_\_\_ 28m. \_\_\_\_\_ 28s. \_\_\_\_\_

*These data may be from any level within the K-12 grade spans. All accredited nonpublic schools must report data from multiple assessments in reading and mathematics. Only accredited nonpublic schools that serve students in grade 8 and/or grade 11 must report multiple measure data in science.*

### Only complete this section if multiple assessment data were used to measure progress toward annual improvement goals for reading and mathematics.

**Requirements #29 - #33 only apply if the accredited nonpublic school used multiple assessment data other than the data from ITBS and/or ITED to measure progress toward annual improvement goals.**

- These data must be reported for the grade level(s) for which the annual improvement goal(s) has been established.
- Write "N/A" for items 29-33 if you measured progress toward annual improvement goals with the ITBS and/or the ITED.
- List the additional district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established:

Reading Grade Level(s): \_\_\_\_\_

Assessment: \_\_\_\_\_

Assessment: \_\_\_\_\_

Mathematics Grade Level(s): \_\_\_\_\_

Assessment: \_\_\_\_\_

Assessment: \_\_\_\_\_

**Note: The accredited nonpublic school must have at least two consecutive years of data from the multiple measure in order to use it to measure progress toward annual improvement goal(s).**

29r. \_\_\_\_\_ 29m. \_\_\_\_\_

### **Trend Line Data for Each Assessment Listed Above**

Include data from at least 2001-02, 2002-03, and 2003-04

30r. \_\_\_\_\_ 30m. \_\_\_\_\_

### **Performance Levels for Each Assessment Listed Above**

281-- IAC 12.8(1)(f)(2)

At least three performance levels for the grade level(s) at which the annual improvement goal(s) are set.

31r. \_\_\_\_\_ 31m. \_\_\_\_\_

### **Disaggregated Data for Each Assessment Listed Above**

281-- IAC 12.8(3)(a)(1) Disaggregated data for the following subgroups: gender, race, socioeconomic status, students with disabilities, migrant, and ELL.

32r. \_\_\_\_\_ 32m. \_\_\_\_\_

Disaggregated trend line data for each subgroup for 2001-02, 2002-03, and 2003-04.

33r. \_\_\_\_\_ 33m. \_\_\_\_\_

Disaggregated data for each subgroup in at least three performance levels.

## Reading, Mathematics, and Science Improvement Goals

Accredited nonpublic schools that do not serve students in grade 8 and/or grade 11 do not have to report science goals and science goal progress at this time. These accredited nonpublic schools (e.g., K-6) should write N/A in the science blanks.

**Reading (r)    Mathematics (m)    Science (s)**

34r. \_\_\_\_\_ 34m. \_\_\_\_\_ 34s. \_\_\_\_\_ **Long-range Goals**  
Long-range goal(s) 281---IAC 12.8(3)(b)(3)

35r. \_\_\_\_\_ 35m. \_\_\_\_\_ 35s. \_\_\_\_\_ **2003-04 Annual Improvement Goals**  
Annual improvement goal(s) for 2003-04  
281--IAC 12.8(3)(b)(4)

**2003-04 Annual Improvement Goals Met or Not Met**  
Were annual improvement goal(s) met for 2003-04?  
(Check "yes" or "no.")

36r. \_\_\_\_\_ **Yes** \_\_\_\_\_ **No** (*Reading*)  
\_\_\_\_\_ Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.

One example:  
Our goal was **(annual improvement goal)**. We **(did/did not)** meet the goal. Last year our students scored **(data for 2002-03)**. Our goal predicted we would see a change of **(amount of change)**. This year our students scored **(data for 2003-04)**, which is **(more/less/same)** than what was expected.

36m. \_\_\_\_\_ **Yes** \_\_\_\_\_ **No** (*Mathematics*)  
\_\_\_\_\_ Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.

36s. \_\_\_\_\_ **Yes** \_\_\_\_\_ **No** (*Science*)  
\_\_\_\_\_ Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.

37r. \_\_\_\_\_ 37m. \_\_\_\_\_ 37s. \_\_\_\_\_ **2003-04 Goals Not Met: Corrective Actions**  
Corrective actions to address not meeting goals. 281--IAC 12.8(3)(b)(4)  
*Complete #37 only if you did **NOT** meet the 2003-04 annual improvement goal(s). If you checked **NO** for 36r, 36m, or 36s, the APR must contain a brief description to the local community about actions to meet the 2003-04 goals. If you checked **YES** for 36r, 36m, or 36s, write N/A in the blank.*

38r. \_\_\_\_\_ 38m. \_\_\_\_\_ 38s. \_\_\_\_\_ **Annual Improvement Goal(s) for 2004-05.**  
Annual improvement goal(s) for 2004-05.

## Additional State Indicators

Place page  
numbers  
below. R  
percentages in  
the APR.



### **Dropout Data** 281--IAC 12.8(3)(a)(4)

*Note: A "dropout" means a school-age student who is served by a school and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option of return.*

39. \_\_\_\_\_

**Percentage** (place APR page number in the blank; report the percentage in the APR) of all students considered as dropouts for grades 7 to 12.  
Report these data even if the number of students is fewer than 10.

*Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.*

\_\_\_\_\_(Total number of dropouts in grades 7-12.)

\_\_\_\_\_(Total number of students in grades 7-12.)

40. \_\_\_\_\_

**Percentage** (place APR page number in the blank; report the percentage in the APR) of students considered as dropouts for grades 7 to 12 by gender  
Report these data even if the number of students is fewer than 10.

*Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.*

\_\_\_\_\_(Total number of female dropouts in grades 7-12.)

\_\_\_\_\_(Total number of females in grades 7-12.)

\_\_\_\_\_(Total number of male dropouts in grades 7-12.)

\_\_\_\_\_(Total number of males in grades 7-12.)

41. \_\_\_\_\_

**Percentage** (place APR page number in the blank; report the percentage in the APR) of students considered as dropouts for grades 7 to 12 by race  
Report these data even if the number of students is fewer than 10.

*Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.*

\_\_\_\_\_(Total number of White dropouts in grades 7-12.)

\_\_\_\_\_(Total number of White students in grades 7-12.)

\_\_\_\_\_(Total number of Black dropouts in grades 7-12.)

\_\_\_\_\_(Total number of Black students in grades 7-12.)

\_\_\_\_\_(Total number of Hispanic dropouts in grades 7-12.)

\_\_\_\_\_(Total number of Hispanic students in grades 7-12.)

\_\_\_\_\_(Total number of American Indian/Alaskan Native dropouts in grades 7-12.)

\_\_\_\_\_(Total number of American Indian/Alaskan Native students in grades 7-12.)

\_\_\_\_\_(Total number of Asian/Pacific Islander dropouts in grades 7-12.)

\_\_\_\_\_(Total number of Asian/Pacific Islander students in grades 7-12.)

\_\_\_\_\_(Total number of Other dropouts in grades 7-12.)

\_\_\_\_\_(Total number of Other students in grades 7-12.)

Place page numbers below.  
Report percentages in the  
APR.



42. \_\_\_\_\_

**Percentage** (place APR page number in the blank; report the percentage in the APR) of students with a disability (students with IEPs) considered as dropouts for grades 7 to 12

*Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.*

\_\_\_\_\_ (Total number of dropouts with IEPs in grades 7-12.)

\_\_\_\_\_ (Total number of students with IEPs in grades 7-12.)

43. \_\_\_\_\_

**Post-Secondary Data**

**Percentage** (place APR page number in the blank; report the percentage in the APR) of all high school seniors who intend to pursue post-secondary education/training 281--IAC 12.8(3)(a)(5)

*Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.*

\_\_\_\_\_ (Total number of seniors who intend to pursue post-secondary education/training)

\_\_\_\_\_ (Total number of seniors)

44. \_\_\_\_\_

**Percentage** (place APR page number in the blank; report the percentage in the APR) of high school students (any students in grades 9-12 who took the ACT during the 2003-04 school year) achieving a score or status on a measure indicating probable post-secondary success. 281--IAC 12.8(3)(a)(6)  
*Note: This measure should be the measure used by the majority of students in the School or attendance center who plan to attend a post-secondary institution. If this measure is the ACT, the cut score for probable post-secondary success is 20. You would divide the number of students who took the ACT in 2003-04 and scored 20 or higher and divide it by the number of students who took the ACT and report the percentage.*

*Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.*

\_\_\_\_\_ (Total number of students achieving a score or status on a measure indicating probable post-secondary success)

\_\_\_\_\_ (Total number of students who took the test)

45. \_\_\_\_\_

**Percentage** (place APR page number in the blank; report the percentage in the APR) of all 2003-04 high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies. *Note: Divide the number of 2003-04 graduates who completed a core program by the total number of 2003-04 graduates.* 281--IAC 12.8(3)(a)(7)

*Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.*

\_\_\_\_\_ (Total number of high school graduates who completed a core program)

\_\_\_\_\_ (Total number of high school graduates)

Place page numbers below.



46. \_\_\_\_\_

**Other Data**

“Other locally determined” indicators. 281--IAC 12.8(3)

These are additional indicators that impact student learning as determined by the local accredited nonpublic school. **N/A does not apply to this requirement—every accredited nonpublic school must report at least one local indicator.**

47. \_\_\_\_\_

Student achievement results for each attendance center that houses grades 4, 8, and 11. If an accredited nonpublic school has more than one attendance center that houses grades 4, 8, or 11, student achievement data must be reported for each building. *For example, if an accredited nonpublic “system” has three attendance centers that serve students in grade 4, it must report student achievement data for reading and mathematics by building if there are 10 or more students at a grade level in a particular building.* 281--IAC 12.8(3)(b)(6).



## Student Achievement Results for Multiple Attendance Centers

These requirements only apply to accredited nonpublic schools with multiple attendance centers for grades 4, 8, or 11 (e.g., three K-6 elementary buildings and/or two 9-12 high school buildings). If the school has only one attendance center in grades 4, 8, or 11, it has already reported required student achievement results, and DOES NOT need to complete the matrix below.

- Building-level data shall be reported, at a minimum, for the following:
  - **for the areas of reading, mathematics, and science;**
  - **in at least three achievement levels; and**
  - **with trend lines.**
- Buildings that house students in grades 4 or 8 or 11 shall report student achievement data to the local community, the AEA, and the DE.
- All 11<sup>th</sup> grade students who are tuitioned-in/enrolled in an accredited nonpublic school shall be included in district-wide assessments for at least reading, mathematics, and science. For alternative high school students and shared-program students, it is a local decision about where those students are assessed and where the data are reported. However, alternative high school students shall be included.

### SAMPLE of Building-Level Reporting for Multiple Attendance Centers Housing Students in the Same Grades

Building Name	Grade Spans in Building	Number of Students in Each Building	Reading		Mathematics		Science	
			Grade 4 or 8 or 11	Reading Data Page(s) in the APR	Grade 4 or 8 or 11	Math Data Page(s) in the APR	Grade 8 or 11	Science Data Page(s) in the APR
<i>St. Joseph</i>	<i>K-6</i>	<i>11</i>	<i>4</i>	<i>p. 6</i>	<i>4</i>	<i>p. 6</i>	<i>N/A</i>	<i>N/A</i>
<i>St. Patrick</i>	<i>K-6</i>	<i>20</i>	<i>4</i>	<i>p. 7</i>	<i>4</i>	<i>p. 7</i>	<i>N/A</i>	<i>N/A</i>
<i>Holy Trinity</i>	<i>K-6</i>	<i>15</i>	<i>4</i>	<i>p. 8</i>	<i>4</i>	<i>p. 8</i>	<i>N/A</i>	<i>N/A</i>

Fill out this matrix **ONLY** if your accredited nonpublic school has more than one building that houses students in grade 4, 8, and/or 11.

Please complete the information for student achievement data for multiple attendance centers reported in the APR.

Building Name	Grade Spans in Building	Number of Students in Each Building	Reading		Mathematics		Science	
			Grade 4 or 8 or 11	Reading Data Page(s) in the APR	Grade 4 or 8 or 11	Math Data Page(s) in the APR	Grade 8 or 11	Science Data Page(s) in the APR